

CAPEEM's SUBMISSIONS ON 13 OCTOBER 2015 IN RESPONSE TO THE REQUEST BY COMMISSIONER HONIG DURING MEETING OF OCTOBER 8-9 TO SEND INPUTS

General comment on the description of Hinduism

Hinduism is described as a social, anthropological and archeological construct and gets the hostile outsider's perspective while Christianity, Judaism and Islam are described sympathetically using theological views of an insider. This is blatant discrimination.

The description of the emergence of Hinduism is factually incorrect and uses offensive language (lines 1013 to 1019)

- If you have to mention the origin of Hinduism, the correct statement would be, "Hinduism is a very ancient religion, the origin of which is unknown."
- These offensive lines need to be deleted. It is sufficient to describe the beliefs of Hindus without any disparaging commentary on how the brahmin class invented and foisted Hindu beliefs after seizing authority. These factually incorrect claims are the hostile outsider's perspective.
- Judaism, Christianity and Islam are not presented as the creation of some priestly "class" that grabbed control. Nor are other religions described using hostile language.

Caste (lines 1041-1060 of Attachment 1C dealing with 6th through 8th grades)

You have used imaginary dates in the portion on caste and the section is deliberately integrated with the section on religion and such a method is solely used to target Hindus. For example, the treatment of Samaritans by Jewish people has been excluded.

The system of untouchables did not develop until at least 6th century CE, but you use a wrong date of "before 500 CE" in order to help publishers retain the section on caste in ancient world rather than truthfully admit that it belongs to the medieval world. The 500 CE date would be fine if you applied it only to jati or varna.

Despite your claims, the section is not generic. It is quite elaborate in its attack on Hindus/India and contains factual inaccuracies. For example, jatis are economic guilds but your description makes it sound as though it had something to do with birth.

The section singles out Hindu culture for elaborate descriptions while mentioning others only in passing. Similar negative language is not used for Christianity, Islam and Judaism.

The line about many Hindus not identifying themselves with caste is another example of the document ensuring that the message goes out that caste associated with Hinduism has a negative connotation.

Solution

- Divorce the section on caste from descriptions of Hinduism or Ancient India and move them elsewhere
- Correct the date for untouchables to after sixth century CE so that it can be moved to medieval India
- After moving to another section, if you have to retain it, describe untouchables among Indian

Hindus, Christians and Muslims and lack of untouchables among Hindus, Christians and Muslims of Indonesia

- Neutral language means you should be able to (hypothetically) move the paragraph on caste to any other section (such as Egypt or Mesopotamia) and it should still read in a smooth manner. This is the test for neutrality.

Aryan Theories (lines 1001 to 1016 of Attachment 1C dealing with 6th through 8th grades)

- Preferred solution is completely omit reference to Aryans since the origin of Hindus is unknown and you do not postulate the origin of Jews using controversial theories (the remaining points in this section do not apply if you accept this solution)
- Divorce Aryan from Hinduism and move it to some other section
- Include the fact that the two founders of the theory (William Jones and Max Muller) used the Bible for formulating the Aryan invasion and migration theories (the story of dispersion after the biblical deluge which formed the basis of the racial angle as well as the story of the tower of Babel which formed the basis of the philological angle which searched for the original common language and hence the common origin of people as described in the Bible)
- Include the fact that the theory is not unique to India and has been used by politicians who indulged in racial divide in Germany, India, Rwanda and other places.
- In the event that you include the Aryan theory in the document, not including the biblical basis or the use of Aryan theories for racial politics would mean the IQC has adjudicated in the choice of opinions and cherry picked opinions to suit one group of people (White racists)

Use of the offensive word Dravidian (line 1009 of Attachment 1C dealing with 6th through 8th grades)

The Standards do not call for the use of the offensive word Dravidian but IQC's expert seems to have introduced this word out of spite for Hindu activists and Hindu children who showed up at the meetings.

A quick search on Google Books also shows that Europeans considered Dravidian to be an inferior race.

A New York Times news report from the year 1957 is attached to illustrate the murderous nature of the racist anti-Hindu groups who advocate the use of this term.

Use of uppercase vs. lower 'g' for God (line 1024 of Attachment 1C and all other lines you use this word in future)

- Either use lowercase 'g' for god of Christians, Jews and Muslims or use uppercase 'G' when you describe Gods and Goddesses of Hindus (in plural too)
- Do not evade by using words like deities. If you use deities, you must capitalize 'D' and write it as Deities in order to be on an equal footing with Christians, Jews and Muslims
- Give explicit direction that the textbooks must capitalize 'G' for Gods and Goddesses of Hinduism
- Explicitly mention that "Hinduism has Gods and Goddesses and Hindus worship the divine in both the male and female form." The only reason to avoid this sentence is to ensure that

anything positive about Hinduism is kept away from the Framework.

Include Hindu heroes (No lines exist today)

We have submitted a long list of Hindu heroes, both men and women, from various eras in order to comply with California's Education code. You can pick and choose from our submission in 2014, but you need to include Hindu heroes.

Colonialism (1548 to 1554 of Attachment 1D dealing with 9th to 12th grade)

- Provide the insider perspective of the freedom movement instead of the colonizer's perspective. Failing this, it would amount to discrimination based on national origin since the section on Mexico, Cuba, Abyssinia and China call for the insider's perspectives.
- Describe the destruction of Indian economy and industries by the British and the transfer of wealth from India to Britain
- Describe the creation of social conflicts in India by the British
- Mention the transfer of knowledge and technology from India to Europe during the colonial period

Contrast with section on colonialism of Mexico, Cuba, China and Abyssinia (1519 to 1545 of Attachment 1D dealing with 9th to 12th grade)

This section provides a contrast to the section on the colonization of India and clearly brings out the hostility of this Commission towards the children of Indian origin (discrimination based on national origin and religion) because the treatment of the colonization of these countries are dealt with in a sympathetic manner.

Religious Nationalism (line 2486 of Attachment 1D dealing with 9th to 12th grade)

- India is once again selectively targeted along with Sudan and Nigeria which is a veiled attack on Hindus
- Delete the reference to India
- If you cannot delete the reference to India, include Pakistan and Bangladesh along with the Partition of India, the subsequent independence of Bangladesh, and the aggressive proselytism by Christians as the background for the religious conflicts

References (line 451 of Attachment 1J consisting of Appendices)

Edward Luce as the author of a reference book on Hinduism is unacceptable. He is not a scholar but a journalist and an Englishman who justifies colonial rule in India. It appears that such low standards are reserved for Whites while people with dark skin cannot get away by being mere journalists.

As stated previously, asking an Englishman who supports the colonial era in India to write the history of India is like asking the Ku Klux Klan to write the history of African-Americans.

It is clear that our inputs have been ignored despite repeated reminders from us and appeals by children during the Commission meetings. Similar low standards have not been applied for Islam, Judaism and Christianity.

DELETE the reference to Edward Luce and include the following books instead.

Kamlesh Kapur, History of Ancient India: Portraits of a Nation (India: Sterling Publishers, 2010)

Klaus K. Klostermaier, Hinduism: A Beginner's Guide (Oxford: Oneworld Publications, 2008)

Swami Sivananda, All About Hinduism (India: The Divine Life Society, 2003)

Dharampal, Indian Science and Technology in the Eighteenth Century (India: Other India Press, 2000)

Dharampal, The Beautiful Tree (India: Other India Press, 2000)

Joseph E. Schwartzberg and Shiva G. Bajpai, A Historical Atlas of South Asia, (Oxford